

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SCAS Parent-School Partnership

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$350,000

**Name of Person Completing Survey and to whom EOC members may request additional information:**

Craig C. Stoxen

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**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

☐ was an original initiative of the Education Improvement Act of 1984

☒ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☐ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

SDE-EIA:XI.A.1

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.31

**Regulation(s):**

N/A

**Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?**

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long Term Mission:

1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.
2. To strengthen mutual respect and understanding between parents and school personnel.
3. To join parents and schools in guiding each child toward knowledge and independence.

Annual program goals:

- GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.
- GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.
- GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.
- GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 2,500 people during the fiscal year.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing:

1. Information and training from a parent's perspective about autism spectrum disorders to families and schools;
2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and
3. Serves as a resource for schools and families.

SC Autism Society worked with 1,515 children with autism spectrum disorders and their families and 42 school districts during the 2010-11 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP, our Mentors work with families to understand their role as a member of the team and to help them understand the process.

Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home will be provided.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

SC Autism Society Parent Mentors worked with 1,515 children with an autism spectrum disorder and their families. Mentors assisted the families in understanding the education process and in advocating for their child. The intake data revealed that 27% of our referrals came from schools, 41% from doctors, counselors, or other professionals, and 32% from other families.

SC Autism Society worked within 42 School Districts.

SC Autism Society interacted with more than 5,448 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 10,486 unduplicated individuals.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

GOAL 1: 97% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents.

GOAL 2: Of those parents surveyed, 92% reported an increased knowledge as to their understanding of their role as an advocate for their child.

GOAL 3: Of parents surveyed, 93% reported the parent mentor assisted them well in expressing their concerns.

GOAL 4: Information was provided to 10,486 school personnel and 1,942 families during the fiscal year about information about autism.

### **Question 7: Program Evaluations**

**What was the date of the last external or internal evaluation of this program?**

Ongoing – we do a randomized phone survey every quarter

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

We have an internal evaluation that is conducted ongoing. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program.

Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are looking for additional ways to reach out to the more rural areas of the state.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

The South Carolina Autism Society would consider the following actions to deal with program reductions during fiscal year 2010-2011:

5 % Reduction Considerations

- \* Reducing mileage reimbursement
- \* Decreasing hours for on-site assistance at SCAS headquarters
- \* Reducing travel for professional development
- \* Reducing allowable phone reimbursement
- \* Reducing printing and supply costs (Program and Administrative)

10% Reduction Considerations

- \* Furloughing all PSP staff (days to be determined)
- \* Decreasing hours across staff (hours to be determined)
- \* Eliminating travel for professional development
- \* Reducing additional printing and supply costs (Program and Administrative)
- \* Closing offices during furlough periods



**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The South Carolina Autism Society would maintain our current level of service if no additional funding is appropriated. We would continue to analyze the PSP program for ways to improve and refine our services to schools, families, and individuals affected by an autism spectrum disorder. We would continue our efforts to encourage district and family collaboration through the special education process. We would continue to our efforts to hold systems accountable for the delivery of a free appropriate public education for students with disabilities.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

**The total amount of EIA funds requested for this program for the next fiscal year will be:**

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

**If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?**

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	17,732	19,700
Other Sources	0	0
Grant	30,056	32,000
Contributions, Foundation	12,000	33,000
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	409,789	434,700

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	259,397	265,000
Contractual Services	0	0
Supplies and Materials	28,250	32,000
Fixed Charges	74,125	74,125
Travel & Mileage	20,520	25500
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	38,367	38,075
Balance Remaining	0	0
<b>TOTAL</b>	<b>420,658</b>	<b>434,700</b>
<b>#FTES</b>	<b>7.75</b>	<b>7.75</b>

**Other: Please explain here.**

Training and workshops